DOCUMENT RESUME

ED 333 407 CS 212 696

AUTHOR Simic, Marge, Comp.; Smith, Carl, Ed.
TITLE Children and the Library. Learning Package No. 41.
INSTITUTION Indiana Univ., Bloomington. School of Education.
PUB DATE 90
NOTE 44p.; For other learning packages in this series, see CS 212 656-705.
AVAILABLE FROM Learning Packages, ERIC/RCS, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($14.00).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Collected Works - General (020)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Cooperative Planning; Distance Education; Elementary Education; Elementary School Curriculum; *Elementary School Students; Higher Education; Inservice Teacher Education; Learning Resources Centers; Librarians; *Library Role; *Library Services; Library Skills; Media Specialists; *School Libraries; Student Motivation; Teacher Role; Team Teaching
IDENTIFIERS *Reading Motivation

ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on children and the library is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED338407

ERIC/RCS
150 Smith Research Center
Indiana University
Bloomington, IN 47405

Learning Package #41

Children and the Library

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

DR. CARL SMITH

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

Children and the Library

by Marge Simic

Lecture

(All references are fully documented in the enclosed bibliography, or in a reference list following the lecture)

Of all the components that make up the language arts, providing children with the ability and desire to read, write, and use books is the most important. The library is an integral part in bonding this community of readers and writers. The librarian and the library belong to the school-wide reading and writing community. Ideally, the library is the heart of the school, physically as well as figuratively speaking. It is in the library that many educational resources of a school are acquired and organized in an efficient and systematic way so that they are easily accessible to others. As a centralized educational resource center, with the role of providing access to all kinds of resources and information, the school library must aim to cater to different levels of interests and abilities related to every aspect of the school curriculum. If the library is an extension of the curriculum, then it is apparent in the classroom. A library should not just be a "place" or a service. It should play a central part in the educational life of the entire school. Its influence should permeate the school.

The effectiveness of the library in the overall educational life of the school depends on the amount and quality of communication and support existing between the school administration, the staff, and the librarian. If the school is to get the most from its library, the librarian needs to be involved in the planning of educational programs and individual classroom curricula so that resources will be available when needed by the teacher. Librarians and teachers must work together on themes, displays, and activities in order to ensure that the most appropriate resources are made available to the students. Every aspect of the school curriculum may be supported through library resources. As well as organizing the resources, the library may offer instruction on how to locate and use them to the best advantage through its own educational program at all levels.

Motivation for using library skills must come from the classroom activities. Children need a great deal of individual help and reinforcement both in the library and in the classroom. A sense of "discovery" must exist in a classroom for library skills to be needed. As children explore, seeking to satisfy their curiosities, motivation for learning the library skills will be provided. This curiosity is stimulated by allowing children time to read, and by reading to them daily. Reading and being read to introduce

children to a world beyond their experiences, and at the same time show the importance of books.

An inviting and well-stocked library that children are free to use throughout the day can supply the impetus for teaching beginning library skills. Children need a multi-media and multi-text approach to learning these skills in all curriculum areas if they are to learn more than the use of a single source for information. Resources of many kinds must be made available to children and should be made a part of their daily activities. Teachers must instill real purposes for research through an integrated curriculum that encourages children to discover and obtain information through the processes of reading and writing in all areas. The teacher's attitude toward the use of the library and toward students acquiring purposeful library skills is a vital factor in this learning process. Teachers and librarians provide positive models when they bring in additional resources, use the atlas to locate a specific place, use resources to find more information on a topic they know little about, show interest in a variety of resources, and encourage and help children look up information. While in the library with the students, teachers and librarians should take the opportunity to investigate their own special interests, share their book choices with students, inquire about student choices, and set examples by

reading and responding to reading during the library time. The librarian as "teacher" in these situations must recognize the students as individuals. S/he must be convinced that everyone has something to bring to the reading experience in the library. If storytelling is part of the library time, the librarian should provide both the content and the stimulus for interaction among group members. Librarians must create a warm and nonthreatening climate in which individuals willingly and openly share their experiences. The "tools" are in the library, but it is the teacher and librarian who, cooperatively, provide the motivation to use the tools for learning. Teacher, students, and librarian can explore, inform, and grow through reading and learning together.

Teachers and librarians must know their children's interests and abilities. The librarian may know more about individual children than the classroom teacher. Instead of teaching a child for one year only, the librarian has close contact with that child during the progression throughout the grades. The librarian often knows a great deal about a particular child's reading interests and abilities by having watched, nurtured, and assisted them on numerous occasions. The continuity of such knowledge may be invaluable to a classroom teacher. Knowing when individual children are ready to take the next step and building on the

knowledge they already have are as vital to teaching library skills as they are to any other learning activity.

At the primary level, the most important thing is for children to become acquainted with and to use books. As children begin to look at and read books, they can also learn how to use and handle them, how to talk and write about them, how to locate the ones they want, and how to check them out and return them easily. All these need to be done in an environment that is warm and inviting. We want children to respect library collections, but librarians will do more for reading and authors when they encourage reading what is inside the book as opposed to "taking care" of the books. An author (and librarian, too) should find no greater compliment than a book that is worn out because of heavy use. It is not an author's intent to have his/her book "taken care of" by having it sit unused on the shelf--void of dog-eared corners and pages or covers held together with layers of tape.

Young children naturally show an interest in words and what they mean. The concepts that title, author, illustrator, publisher, and table of contents represent are important terms for children who are reading and writing. These terms are not difficult for children to grasp if they have opportunities to be authors themselves in the classroom and library.

We want children to know that books contain more than stories and poems. The selection and use of a variety of books from the library should demonstrate this. When planning thematic approaches to curriculum topics, the librarian can suggest appropriate fiction, picture-book, poetry, and non-fiction book titles to enrich such studies (i.e., when discussing weather, the teacher can bring the library books that the librarian has reserved which contain material at the children's level). Teachers should point out that titles give a general idea of what the book is about, and the table of contents shows much more specific information. The important concern is not the terminology, but the concepts related to the terminology and the understanding that books may provide not only pleasure but also knowledge of many kinds.

Even though teachers and librarians may collaborate on thematic approaches to curriculum topics, the library can play a vital role in stimulating school-wide reading interest and book circulation through activities of its own. Librarians can share information about authors and illustrators, read their books aloud, have the children perform events in the books through creative dramatics, dress-up as one of the characters in the books, write the authors/illustrators, and possibly invite them to the school for a library visit. Invite storytellers to the library and, with permission,

record the performance to add to the library's resources. Celebrate "authorship" and honor student authors who have made books similar to versions of well-known books or books of their own. Celebrate "children's book week" by having students read books from "children's choice" lists and do their own judging or have them create a list of their own of favorite books and have a vote or judging. Create board games or "trivial pursuit" questions based on characters, plots, settings, authors, and illustrators of children's books. Video tape film versions of children's books to motivate reading. Record television documentaries that are educational and would help to build background knowledge for content areas. Tape students performing a version of a children's story to add to the library's resources. The librarian's enthusiasm for storytelling, authorship, drama, or whatever will stimulate students' enthusiasm for reading and effective use of the library.

The major aim in any reading program is to develop a life-long love of books and reading. Reading programs have better chances of succeeding when administration, teachers, and librarians have a love of books and reading. Administrators, teachers, and librarians who enjoy reading and who enthusiastically communicate that enjoyment to children have an enormous influence on the reading attitudes and abilities of

children. A library is like a "store" filled with pleasure and information; but it is the "managers" of the store, this community of educators, who hold the key to finding the knowledge that is desired or the particular book that will bring pleasure. A school library, with an inexhaustible range and supply of children's books and people who value and support reading and learning, can be a powerful extension of the total language arts program.

References

Hansen, J. (1987). "The Librarian" in *When Writers Read*. Portsmouth, NH: Heinamann.

Trelease, J. (1989). *The New Read - Aloud Handbook*. New York: Penguin Books.

ERIC DIGEST • Number 1, 1988
Clearinghouse on Reading and Communication Skills

Two complementary approaches

Teaching children to appreciate literature

by Sharon L. Pugh

Charlotte Huck and her colleagues (1987) have defined literature as "...the imaginative shaping of life and thought into the forms and structures of language." If life, thought and/or imagination are missing, the language alone will not suffice.

Appreciation may be explained as the capacity to understand, learn from, and above all enjoy literary works. It in- volves the ability to read and respond creatively, sharing the author's role by drawing on one's own imagination and experience. The text enters the reader as the reader enters the text. Their worlds are joined.

Two basic approaches to teaching literature at any level are the *structural* (traditional literary analysis) and the *reader response* approaches. While they may be viewed as opposites, they are more productively regarded as complementary. Structural analysis provides the terms and concepts that help readers interpret and discuss literature, while reader re-sponse emphasizes the integrated experience an individual has with a text, with the reader's personal response having primacy over formal knowledge of textual characteristics. A strong case can be made for beginning with reader response. If done without first establishing the personal relationship by which the reader breathes life into a text, formal analysis is likely to resemble an autopsy.

Reader Response

Perhaps the best known theorist to explicate reader response as a pedagogical as well as critical stance is Louise Rosenblatt (1978), who formulated the *transactional theory* of reading and the distinction between "efferent" (utilitarian) and "aesthetic" reading. Aesthetic reading centers on a transaction between reader and text fostered through personal response, reflection, discussion, and elaboration, leading to new literary experiences, both in reading and in writing. In this process, reader and text mutually affect one another. Jim Parsons (1978) echoes this view in his description of reading as "the meeting of two meaning makers over literature... [which]...produces changes in both, the author's text and the reader's growth." (p. 18) For this to happen, he asserts, reading instruction should not seek to control the reader's experience but rather to facilitate the reader's own structuring of that experience.

For children, encounters with literature should retain char-acteristics of play, children's most natural activity. This principle is well illustrated in the exuberance of color and design in children's books and in themes that align the natural and the fantastic. John Dixon (1987) describes the maturing re-sponses of young readers as "drawing on parts of the imaginary world in their play (and progressively, in drama and writing) and thus trying to *explore* complex situations and characters *from the inside*; talking and writing about personal and other *familiar experiences* that chime in with what's been read, thus approaching them *from a new perspective*; raising questions about the imaginary world and its people, discovering new connections between the imaginary and the real world, and thus discussing what human experience is actually like." (p. 764)

Probably the most frequently given advice for stimulating creative reader response is simply to surround children with good reading. Bill Martin, Jr. (1987) proposes a supportive, non-analytic approach to literature of which two major components are oral reading and an abundance of interesting books. Reading would develop "by osmosis," he writes. "Without consciousness of how or why...[t]he reader is forever rummaging and scavenging through the pages for a glimpse of self...[f]or the pleasure of finding a closer relationship of the outer world to the inner world and vice versa. For the intense satisfaction of finding a special book that speaks to both the heart and the mind." (p. 18)

Describing a literature program for the gifted, Denise Bartelo and James Cornette (1982) advocate both exposure to a wide variety of materials and the design of activities that encourage creative reader response, such as compiling a museum of personal artifacts in relation to autobiographical writing, pretending to be a book with fantastic characteristics, and putting a current events item in the form of an animal fable. In their program, emphasis is on "making reading less of a skill-related activity and more of a personal experience that could be shared and discussed." (p. 6)

At the middle and junior high school level, when analytic sophistication may begin to develop, emphasis may still be placed on the encouragement of personal response as a way of exploring the possibilities of various genres. Philip Anderson (1982) recommends exposure to a broad range of works and a lot of writing and sharing of personal responses to build awareness of the commonalities among readers of the same texts. In this way students begin to understand their membership in a cultural and literary community. He considers the intense sociability and garrulousness of students at this age as a resource too often overlooked. He writes that "it seems that more time is spent in the middle school and junior high school trying to get students to shut up than there is trying to channel that verbal onslaught into something productive." (p. 7) He would like to see more in-class publications of student work, oral reading of plays, discussion, and other kinds of literary sharing that lead to active, productive language use.

Similarly, Dixon (1987) suggests having students maintain their own journals, recording their responses to poems and stories. Personal class anthologies of selected works and excerpts from the reading journals can be compiled. Response approaches, then, emphasize both the personal and the social. Anyone who can compare the experiences of reading a poem in solitude and hearing one read and discussed in a group may understand the importance of both aspects. Sometimes the solitary experience is appropriate, but other times—and this may be most of the time for younger readers—the social reading in which they play an active role is the most enriching.

Structural Approaches

As they and their reading material mature, children may need concepts and strategies for dealing with the increasing length and complexity of what they read. Michael Higgins (1986) points out such elements as flashback, conflict, and parallel structures that are common in children's stories and novels. As they encounter more varied literature, young readers must make decisions such as setting purposes for themselves and modifying reading strategies in accordance with the possibilities within a text. Higgins also believes there is a kind of literary canon at each age level, implying the development of cultural literacy. This includes acquaintance with works that Americans are often assumed to have read as children, such as, say, *Winnie the Pooh*, *Wind in the Willows*, and *Alice in Wonderland*. It may also entail knowledge of genres such as legends, myths, folktales, poetry, and so on, formal features of literature, and the vocabulary to discuss this knowledge.

Joy Moss (1984) has developed a curriculum for elementary school teachers based on the concept of "focus units," sets of stories grouped around a common theme or author. She defines categories of questions for teachers to use in story sessions, ranging from a close focus on the story and its structural elements to open-ended reader response. These categories are 1) previewing, 2) literal recall, 3) basic literary elements and devices (*e.g.*, plot, character, figures of speech), 4) implied meanings and logic, 5) formal artistic features and genres, 6) comparing stories and finding relationships, and 7) subjective responses such as speculation and evaluation.

Jon Stott (1982) has developed the concept of a "spiralled sequence story curriculum" designed to lead students through increasing levels of complexity, with earlier stories arranged so as to introduce students to components and techniques found in later stories. For example, in Stott's curriculum a number of fairy tales and journey stories lead up to reading *The Hobbit*, which, in addition to being interesting to middle grade students, enables him to talk about structural features such as character, plot, setting, and so on—what he calls the "grammar" of literary construction.

Fairytales, myths, fables and legends are frequently recommended for teaching literary analysis because of their clear formal features and predictable patterns. Denise Nessel (1985) describes a program of storytelling using such material. It encourages students to use their imaginations to visualize scenes that are not shown in pictures as well as to use the structure of stories to improve listening comprehension. Bette Bosma (1981) finds that sixth-grade students are very interested in the formal features of folktales and in using this knowledge to "make evaluative comparisons, discover unstated premises, and draw conclusions"—which lead them into critical thinking.

Anita McClain (1985) also discusses teaching critical thinking through literary analysis, for example, by comparing different versions of the same fairy tale, understanding genre characteristics, and developing intercultural knowledge both of differences between cultures and of shared values.

Literature is the means by which people communicate across cultures and across ages—across all divisions of time and space to gather the collective wisdom of the human experience. It is also the way we explore and communicate with the future. Through teaching literature, we recognize the special claim that children have on the future as well as our willingness to share the past. To appreciate literature is to appreciate what it means to be part of the entire human scene. No child should be denied that.

Sharon L. Pugh is Associate Professor of Language Education at Indiana Univerity.

References

Anderson, Philip M. "Practical applications of language learning theory in the middle school and junior high." Paper presented at the Annual Meeting of the New England Association of Teachers of English, 1982. [ED 226 358]

Bartelo, Denise M., and Cornette, James H. "A literature program for the gifted: gifted writers + gifted readers = positive reading attitudes." Paper presented at the International Reading Association World Congress on Reading, 1982. [ED 233 333]

Bosma, Bette. "Focus on folktales for critical reading," 1981. [ED 241 901]

Dixon, John. "Becoming a maturer reader," *The Reading Teacher, 40* (8), April, 1987, pp. 761-765.

Higgins, Michael W. "Literacy through literature: improving on the basal," *Wisconsin State Reading Association Journal, 30* (4), Summer, 1986, pp. 27-36.

Huck, Charlotte; Helper, Susan; and Hickman, Janet. *Children's Literature in the Elementary School*, 4th Ed., New York: Holt, Rinehart and Winston, 1987.

McClain, Anita Bell. "Using traditional literature to teach critical reading skills." Paper presented at the Annual Meeting of the 11th Far West Regional Conference of the International Reading Association, 1985. [ED 260 381]

Martin, Bill Jr. "The making of a reader: a personal narrative." In *Children's Literature in the Reading Program*, Bernice E. Cullinan (ed.), Newark, Delaware: International Reading Association, 1987.

Moss, Joy F. *Focus Units in Literature: A Handbook for Elementary School Teachers*, Urbana, Illinois: National Council of Teachers of English, 1984.

Nessel, Denise D. "Storytelling in the reading program," *The Reading Teacher, 38* (4), January, 1985, pp. 378-381.

Parsons, Jim. "Thoughts about reading by a non-specialist," 1978. [ED 278 950].

Rosenblatt, Louise. *The Reader, the Text, the Poem: the Transactional Theory of the Literary Work*, Carbondale, Ill.: Southern Illinois University Press, 1978.

Stott, Jon C. "A structuralist approach to teaching novels in the elementary grades," *The Reading Teacher, 36* (2), November, 1982, pp. 136-143.

ERIC Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
2805 East Tenth Street
Bloomington, Indiana 47405
(812) 335-5847

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062001. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Office of Educational Research and Improvement.

Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

BEST COPY AVAILABLE

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

BEST COPY AVAILABLE

Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ276769
AU: Bard,-Therese-Bissen
TI: Menehunes in the Library.
PY: 1983
JN: School-Library-Journal; v29 n5 p26-29 Jan 1983
AV: Reprint: UMI
DE: Elementary-Education; Job-Training;
Learning-Resources-Centers;
Librarians-
DE: *Elementary-School-Students; *Occupational-Information;
*School-Libraries; *Student-Participation; *Student-Volunteers
AB: Summarizes experiences of five elementary school librarians in Hawaii in organizing and training student assistants. The librarian's role, selection of student assistants, job duties, teaching the assistants, recruiting assistants, tips for shelf readers, and incentives and rewards are noted. Four references are provided. (EJS)

AN: EJ347656
AU: Barron,-Joan
TI: Library Skills in the Elementary School Library Media Center.
PY: 1986
JN: Bookmark; v44 n3 p163-68 Spr 1986
NT: Available from Gift and Exchange Section, New York State Library,
Albany, NY 12230 (single copy $2.00, annual subscription $4.00).
DE: Curriculum-Development; Curriculum-Enrichment;
Elementary-Education; Learning-Resources-Centers;
Media-Specialists
DE: *Elementary-School-Curriculum; *Library-Instruction;
*Library-Skills; *Lifelong-Learning; *School-Libraries
AB: Describes a strategy for teaching library skills in the elementary grades through integration of library and classroom curriculums. (CLB)

AN: EJ345822
AU: Bauer,-Caroline-Feller
TI: Sharing Skills: Reach for a Book; Book Week Puzzle Packet.
PY: 1986
JN: School-Library-Media-Activities-Monthly; v3 n3 p36-37,51 Nov 1986
DE: Elementary-Education; Learning-Activities;
Learning-Resources-Centers; Puzzles-; School-Libraries;
Silent-Reading
DE: *Card-Catalogs; *Library-Instruction;
*Reading-Aloud-to-Others;
*Recreational-Reading

AB: Reach for a Book is the theme for Children's Book Week 1986, and book presentations, activities, and exhibits to emphasize the joy of reading are listed. A Book Week Puzzle Packet provides two puzzles designed to reinforce the idea of using the card catalog to find materials on specific subjects. (EM)

AN: EJ313536
AU: Berg,-Janne
TI: Encouraging Choice.
PY: 1984
JN: Australian-Journal-of-Reading; v7 n4 p205-09 Nov 1984
DE: Elementary-Education
DE: *Display-Aids; *Library-Instruction; *Library-Skills; *Literature-Appreciation; *Resource-Materials; *School-Libraries
AB: Describes some of the imaginative ways a school librarian can encourage children to become aware of the variety and richness of the materials in a school library. (HOD)

AN: EJ357068
AU: Bhalla,-Pam
TI: Modeling a Library Media-Classroom Integrated Instructional Process.
PY: 1987
JN: School-Library-Media-Activities-Monthly; v4 n1 p26-27 Sep 1987
DE: Elementary-Education; Instructional-Materials; Learning-Resources-Centers; Library-Instruction; Library-Skills; Models-; School-Libraries; Teachers-
DE: *Cooperative-Planning; *Instructional-Development; *Instructional-Innovation; *Media-Specialists; *Research-Skills; *Student-Projects
AB: Describes a model for the design, implementation, and evaluation of classroom instruction in which the teacher and media specialist work together and students produce a research paper, oral report, or audiovisual presentation. Both single-facet and multi-facet interdisciplinary approaches to the application of the model are described. (CLB)

AN: EJ389242
AU: Boone,-Barbara; And-Others
TI: The Impact of High Technology: A Survey of Rural, Urban, and Suburban Library Media Centers.
PY: 1989
JN: Educational-Technology; v29 n1 p38-42 Jan 1989
AV: UMI
DE: Elementary-Education; Librarians-; Media-Specialists;

Rural-Schools; School-Surveys; Suburban-Schools; Tables-Data; Urban-Schools; Videotape-Cassettes
DE: *Computer-Assisted-Instruction; *Learning-Resources-Centers; *School-Libraries; *Use-Studies
AB: Reports on the results of a survey that assessed the extent of use of computer and video technology in library media centers (LMC) located in rural, suburban, and urban elementary schools in Texas. Topics surveyed include videocassettes, computer assisted instruction, and functions of the library media specialist. (five references) (LRW)

AN: EJ370711
AU: Burgess,-Barbara-J.
TI: Researching Skills: They Need Them When They Need Them.
PY: 1987
JN: Catholic-Library-World; v59 n3 p116-17 Nov-Dec 1987
AV: UMI
DE: Elementary-Education; Language-Arts
DE: *Library-Skills; *Research-Skills; *Team-Teaching
AB: Suggests a method for teaching research and other media center skills by integrating them in the reading and language arts curriculum with the media specialist and classroom teacher team-planning relevant activities. Advantages and disadvantages of this approach are summarized. (MES)

AN: EJ366437
AU: Callaghan,-Linda-Ward
TI: Children's Services--What Do They Mean to the Rest of the Profession?
PY: 1988
JN: American-Libraries; v19 n2 p102-03 Feb 1988
AV: UMI
DE: Literacy-
DE: *Childhood-Needs; *Futures-of-Society; *Latchkey-Children; *Library-Role; *Library-Services; *Social-Influences
AB: Discusses the library's responsibility toward children, including the development of literacy skills, the use of public libraries by latchkey children, and increased demands for youth library services. The need for children's services now to improve the outlook for adult services later is examined, and suggestions for non-children's services librarians are offered. (CLB)

AN: EJ287147
AU: Cooper,-Barbara
TI: Frill or Fundamental? The Elementary School Library.
PY: 1983

JN: Education-Canada; v23 n3 p6-11 Fall 1983
AV: UMI
DE: Administrator-Attitudes; Elementary-Education; Library-Personnel
DE: *Cooperation-; *Librarians-; *Library-Role; *Library-Services; *School-Libraries; *Teachers-
AB: Describes the supportive role of the modern elementary school library. Explains how librarians can enrich classroom activities, promote reading, and provide options to the school and the community. Describes the duties of librarians and the administrative attitudes necessary for a successful library. (SB)

AN: EJ308774
AU: Eisenberg,-Michael
TI: Curriculum Mapping and Implementation of an Elementary School Library Media Skills Curriculum.
PY: 1984
JN: School-Library-Media-Quarterly; v12 n5 p411-18 Fall 1984
AV: UMI
DE: Computer-Oriented-Programs; Elementary-Education; Information-Sources; Learning-Resources-Centers; Library-Skills; Microcomputers-; School-Libraries
DE: *Curriculum-Development; *Elementary-School-Curriculum; *Instructional-Development; *Library-Instruction
AB: Focuses on first step in process of implementing library skills instruction through integration with everyday curricular activities of classroom--gathering and evaluating of information about curriculum. Existing curriculum information sources, curriculum mapping, pilot studies testing curriculum mapping feasibility, and implementation of mapping on a microcomputer are highlighted. (Fourteen references are included.) (EJS)

AN: EJ358341
AU: Ferstl,-Kenneth-L.
TI: Not Just Librarians, But Teachers Too!
PY: 1987
JN: Catholic-Library-World; v59 n1 p16-18 Jul-Aug 1987
AV: UMI
DE: Adults-; Children-; Elementary-Secondary-Education; Learning-Resources-Centers; Public-Libraries; School-Libraries; Teaching-Methods
DE: *Librarians-; *Library-Instruction; *Library-Role
AB: This paper presented at the 1987 convention of the Catholic Library Association explores the role of the librarian as a teacher in school and public libraries and among clienteles ranging from school-age children to older adults. (EM)

AN: EJ354412
TI: Focus on the Thesaurus.
PY: 1987
JN: School-Library-Media-Activities-Monthly; v3 n9 p34-37 May 1987
DE: Elementary-Education; Library-Skills
DE: *Educational-Games; *Instructional-Materials; *Learning-Activities; *Library-Instruction; *Puzzles-; *Thesauri-
AB: Several activities, games, and puzzles designed to teach elementary school children how to use a thesaurus are described and copies of worksheets are provided. (CLB)

AN: EJ379083
AU: Freedman,-Barbara
TI: A Gift for the Gifted: The Potential Role of the Public Library.
PY: 1988
JN: Journal-of-Youth-Services-in-Libraries; v1 n4 p407-12 Sum 1988
DE: Adolescents-; Children-; Elementary-Secondary-Education; Library-Instruction; Reading-Material-Selection; Reference-Services
DE: *Gifted-; *Individual-Needs; *Library-Role; *Library-Services; *Public-Libraries
AB: Discusses the special needs of gifted children and the role that public libraries may serve in supporting these children. The areas discussed include personal contact and assistance, access to adult level research materials and reference tools, library use instruction, reading guidance, and specialized library activities. (46 references) (CLB)

AN: EJ376584
AU: Fuqua,-Christopher
TI: Unattended Children: An Engagement Policy that Works.
PY: 1988
JN: Wilson-Library-Bulletin; v62 n10 p88-90 Jun 1988
AV: UMI
DE: Children-; Library-Services
DE: *Library-Role; *Policy-; *Public-Libraries
AB: The unwritten policy of the Huntsville-Madison County (Alabama) Public Library for dealing with unattended children includes librarian involvement with the children, increased public awareness of the problem, and a priority on children's services. It is noted, however, that the library cannot serve as a day care operation. (MES)

AN: EJ354415
AU: Hammond,-Jean-K.
TI: "Primary" Research: A Program of Basic Research Skills for Primary Students.
PY: 1987
JN: School-Library-Media-Activities-Monthly; v3 n10 p26-29 Jun 1987
DE: Learning-Resources-Centers; Library-Skills; Primary-Education; Private-Schools
DE: *Information-Utilization; *Learning-Activities; *Library-Instruction; *Research-Skills; *Research-Tools; *Young-Children
AB: Describes a program at an independent college preparatory school which introduces primary grade students to research techniques and tools through a carefully planned sequence of encounters with library research and reference aids. (CLB)

AN: EJ370691
AU: Henry,-Sandy
TI: Tips to the Success of a Rural Childrens Public Library.
PY: 1988
JN: Illinois-Libraries; v70 n1 p38-40 Jan 1988
DE: Guidelines-; Public-Libraries; Rural-Areas; Young-Children
DE: *Library-Extension; *Story-Reading; *Summer-Programs
AB: These suggestions for children's programs in a rural community library are based on the experiences of the Pittsfield (Illinois) Public Library. The importance of good public relations with the children, the community, and the schools is stressed. A preschool story hour and summer session activities for preschool through grade 4 children are described. (MES)

AN: ED286464
AU: Iacovou,-Mary-Susan
TI: Does Computer Assisted Instruction Affect the Achievement of Third Graders in Library Skills?
PY: 1987
NT: 55 p.; Master of Arts Thesis, Kean College of New Jersey.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Comparative-Analysis; Grade-3; Hypothesis-Testing; Library-Skills; Pretests-Posttests; Primary-Education
DE: *Computer-Assisted-Instruction; *Drills-Practice; *Intermode-Differences; *Library-Instruction
AB: This investigation of the effect of computer-assisted instruction (CAI) on the learning of library skills hypothesized

that there would be a substantial difference in the achievement of library skills by those students who received additional drill and practice through the use of CAI and those who received additional drill and practice only from worksheets. Twenty-four students from a third grade class in an urban school were randomly assigned to either the experimental or control group. Results measured by a posttest revealed no significant difference in achievement between the two groups. An extensive review of related research on CAI is included, and 34 references are listed. The pre- and posttests, worksheets, and the raw score data are appended. (MES)

AN: EJ363781
TI: Into the Curriculum.
PY: 1988
JN: School-Library-Media-Activities-Monthly; v4 n5 p14-21 Jan 1988
DE: Drug-Education; Elementary-Education; Elementary-School-Science; Notetaking-; Reading-Material-Selection
DE: *Learning-Activities; *Library-Instruction; *Library-Skills
AB: Outlines objectives, resources, instructional roles, procedures, evaluation, and follow-up for six fully developed library media activities. Activities use the following topics to teach library skills: (1) drug abuse; (2) notetaking; (3) tales of the sea; (4) ocean animals' habitats; (5) prehistoric animals; and (6) international currency. (MES)

AN: EJ354414
TI: Into the Curriculum.
PY: 1987
JN: School-Library-Media-Activities-Monthly; v3 n10 p20-25 Jun 1987
DE: Elementary-Education; Junior-High-Schools; Learning-Resources-Centers; Library-Skills; Media-Specialists; Reference-Materials; School-Libraries
DE: *Learning-Activities; *Learning-Modules; *Library-Instruction; *Research-Skills; *Resource-Materials; *Student-Projects
AB: Provides fully developed library media activities designed to be used in connection with specific curriculum units, including reading and language arts and social studies. For each activity, the objectives of the exercise, resources, instructional roles of librarians and teachers, procedures involved, and evaluation and follow-up activities are described. (CLB)

AN: EJ354409
TI: Into the Curriculum.
PY: 1987
JN: School-Library-Media-Activities-Monthly; v3 n9 p14-21 May 1987
DE: Elementary-Education; Junior-High-Schools; Library-Skills; Media-Specialists; Reference-Materials; School-Libraries
DE: *Learning-Activities; *Learning-Resources-Centers; *Library-Instruction; *Research-Skills; *Resource-Materials; *Student-Projects
AB: Provides fully developed library media activities designed to be used in connection with specific curriculum units, including reading and language arts, science, and social studies. For each activity, the objectives of the exercise, resources, instructional roles of librarians and teachers, procedures involved, and evaluation and follow-up activities are described. (CLB)

AN: EJ359682
TI: Into the Curriculum.
PY: 1987
JN: School-Library-Media-Activities-Monthly; v4 n2 p16-26 Oct 1987
DE: Elementary-Education; Library-Skills; Media-Specialists; Reference-Materials; School-Libraries
DE: *Learning-Activities; *Learning-Modules; *Learning-Resources-Centers; *Library-Instruction; *Resource-Materials; *Student-Projects
AB: Provides fully developed library media activities designed to be used in connection with specific curriculum units, including art, health, reading and language arts, science, and social studies. For each activity, the objective of the exercise, resources, instructional roles of librarians and teachers, procedures involved, evaluation, and follow-up activities are described. (CLB)

AN: ED287774
AU: Kennedy,-Judith-G.; And-Others
TI: Who Are America's Heroes and Heroines? C&I [Curriculum and Instruction] 350 Elementary Social Studies Resource Unit.
PY: 1987
NT: 27 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Communication-Skills; Elementary-Education; Instructional-Materials; Interdisciplinary-Approach; Learning-Activities; Library-Skills; Mathematics-Skills; Middle-Schools; Units-of-Study
DE: *Research-Skills; *Social-Studies; *United-States-History

AB: This unit involves students in researching information about history's heroes and heroines. Emphasized are library, mathematics, artistic, communication, and decision-making skills. To introduce the unit, students participate in a brainstorming session to develop a list of heroes and heroines and a set of criteria to determine why people are considered heroes and heroines. Each student then chooses a person from the list on whom to write a research report and presents the report to the class. The students create a time-line for the heroes and heroines and a "Walk-of-Fame." One activity emphasizes the place of women in U.S. history. Other activities include showing movies of heroic people and deeds, inviting local heroes to class, simulating an interview, and rewriting the speeches of heroes. A bibliography is included. (SM)

AN: EJ363852
AU: Krapp,-JoAnn-Vergona
TI: Teaching Research Skills: A Critical-Thinking Approach.
PY: 1988
JN: School-Library-Journal; v34 n5 p32-35 Jan 1988
AV: UMI
DE: Course-Integrated-Library-Instruction; Intermediate-Grades; Learning-Activities DE: *Critical-Thinking; *Library-Instruction; *Library-Skills; *Problem-Solving; *Social-Studies
AB: Reviews the literature of the critical thinking/problem solving approach to learning and discusses how these concepts relate to teaching research skills. Two activities designed to teach critical thinking and research skills in the context of grades 5 and 6 social studies are summarized. (2 references) (MES)

AN: EJ362685
TI: Library Media Skills and Holiday Crafts.
PY: 1987
JN: School-Library-Media-Activities-Monthly; v4 n4 p31-35 Dec 1987
DE: Elementary-Education; Holidays-; Library-Skills
DE: *Handicrafts-; *Learning-Activities; *Library-Instruction; *Literature-Appreciation
AB: Combined craft and library media activities with Christmas holiday themes are suggested to develop card catalog and indexing skills, Dewey decimal classification system and location skills, and literature appreciation. (MES)

AN: EJ367185

AU: Martinez,-Miriam; Teale,-William-H.
TI: Reading in a Kindergarten Classroom Library.
PY: 1988
JN: Reading-Teacher; v41 n6 p568-73 Feb 1988
AV: UMI
DE: Class-Activities; Classroom-Research; Library-Role; Primary-Education; Reading-Interests; Reading-Research
DE: *Beginning-Reading; *Library-Materials; *Reader-Text-Relationship; *Reading-Aloud-to-Others; *Reading-Attitudes; *Reading-Material-Selection
AB: Reports on the observation of a group of kindergartners in their classroom library twice a week for eight weeks to learn more about how the nature of the texts--familiarity, predictability, and size--influence the children's use of books. (NH)

AN: ED263553
AU: McVitty,-Walter
TI: School Libraries: Look Them Up! Check Them Out! P.E.N. (Primary English Notes) 52.
CS: Primary English Teaching Association, Rozelle (Australia).
PY: 1985
JN: Primary-English-Notes-(P.E.N.); n52 1985
AV: Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia ($0.75, Australian currency).
NT: 7 p.; Photographs may not reproduce well.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Class-Activities; Elementary-Education; Information-Services; Learning-Activities; Library-Personnel; Library-Planning; Library-Role; Student-Motivation; Teaching-Methods DE: *Library-Skills; *Literature-Appreciation; *Reading-Interests; *School-Libraries
AB: The teaching activities presented in this pamphlet focus on school libraries. The pamphlet begins with a description of the role of the school library. It then discusses the library as a resource center, the kinds of resources contained there (both print and nonprint materials), the function of the teacher-librarian, scheduling library activities, library and research skills, ways to develop a life-long love of books and reading, and establishing a classroom library. (EL)

AN: EJ357070
AU: Mealy,-Virginia; And-Others
TI: Sharing Skills.
PY: 1987
JN: School-Library-Media-Activities-Monthly; v4 n1 p32-36 Sep 1987

DE: Childrens-Literature; Classification-; Elementary-Education; Holidays-; Learning-Resources-Centers; Library-Skills; School-Libraries
DE: *Foreign-Countries; *Library-Instruction; *Poetry-; *Reading-Strategies; *Teaching-Methods
AB: Three articles describe methods for teaching library skills. The first presents a song used to teach students the Dewey Decimal system; the second describes a reading program incorporating Halloween and foreign countries; and the third includes short poems designed to teach students to care for library books properly. (CLB)

AN: ED295593
AU: Phillips,-Eva; And-Others
TI: Integrating Computers into the Curriculum--Kindergarten.
CS: North Carolina State Dept. of Public Instruction, Raleigh. Media and Technology Services.
PY: 1987
NT: 26 p.; For lesson plans for grades 4-8, see IR 013 245.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Art-Education; Communication-Skills; Computer-Literacy; Elementary-School-Mathematics; Elementary-School-Science; Kindergarten-; Library-Instruction; Primary-Education; Social-Studies
DE: *Computer-Assisted-Instruction; *Courseware-; *Learning-Activities
AB: Descriptions of 13 software programs suitable for use with kindergarten students include curriculum area, title, producer, hardware requirements, program description, teaching objective, and competencies. Prerequisites and introductory, developmental, follow-up, and evaluation activities are also provided for seven instructional sequences designed to use this software for teaching communication skills, art, library/media and computer skills, mathematics, and social studies. Twelve additional recommended programs are listed. (MES)

AN: EJ359753
AU: Pretlow,-Delores-Z.
TI: School Libraries: A Time for Change.
PY: 1987
JN: School-Library-Journal; v34 n2 p48 Oct 1987
AV: UMI
DE: Elementary-Education; Learning-Resources-Centers
DE: *Librarians-; *Library-Role; *Media-Specialists; *School-Libraries
AB: Comments that library media specialists have not been adequately utilized in schools, especially at the elementary

level. Reasons why the library should be an integral part of the instructional program are discussed, and several ways in which the librarian, as a generalist, can aid students in academic achievement are listed. (MES)

AN: EJ374341
AU: Pretlow,-Delores-Z.; Lilly,-Edward-R.
TI: The Library/Media Specialist: Conduit for Academic Achievement.
PY: 1988
JN: Teacher-Education-Quarterly; v15 n1 p83-87 Win 1988
AV: UMI
DE: Educational-Technology; Elementary-Education; Interprofessional-Relationship
DE: *Librarians-; *Media-Specialists; *School-Libraries; *Staff-Role
AB: School library/media specialists have an important role in helping to improve instruction, especially with the increasing trend toward competency-based education, high technology, and accountability. These specialists can help students even more either through their direct and indirect involvement with educational resources, reinforcing activities, and close work with other education staff. (CB)

AN: EJ284194
TI: Reference Services for Children and Young Adults.
PY: 1983
JN: The-Reference-Librarian; n7-8 p1-212 Spr-Sum 1983
DE: Annotated-Bibliographies; Elementary-Secondary-Education; Information-Needs; Learning-Resources-Centers; Librarians-; Library-Cooperation; Library-Instruction; Library-Material-Selection; Library-Materials; Library-Services
DE: *Adolescents-; *Children-; *Public-Libraries; *Reference-Materials; *Reference-Services; *School-Libraries
AB: This 25-article issue presents overview of reference services for childern and young adults, including public and school libraries, information needs, reference interviews, children's librarians, library instruction, library cooperation, production of information resources, material selection, and vertical files. References are included. (Haworth press, 28 East 22 Street, New York, NY 10010.) (EJS)

AN: ED292056
AU: Sampson,-Anne
TI: Good Book Lookers: A Three-Week Introductory Module in the

Language Arts To Foster Independent Reading among Third Graders.
PY: 1988
NT: 51 p.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Childrens-Literature; Evaluation-Methods; Grade-3; Parent-Responsibility; Primary-Education; Questionnaires-; Reader-Text-Relationship; Reading-Programs; Teaching-Methods
DE: *Curriculum-Development; *Independent-Reading; *Library-Instruction; *Library-Skills
AB: Seeking to foster in children a love of books and reading, this 3-week curriculum module is designed to encourage third graders to read independently and to develop an awareness of the intrinsic value of reading by helping students acquire those library skills necessary to access literature, setting up strategies for students to use to assess readability and quality, and introducing them to a broad selection of children's literature. A section on the theoretical rationale for the program discusses research on the effects of independent reading, motivational strategies, the role of parents, and the presentation of library skills. The needs assessment section provides a sample student questionnaire ("How Do I Feel about Books"), along with a sample letter/questionnaire for parents of participating children and for participating librarians, an evaluation form for the needs assessment data, and a book and interest reference form. Instructional objectives (affective, cognitive, and behavioral) are outlined in the module, as well as instructional strategies, including role playing, book talks, and sustained silent reading periods. Other units detail curriculum design, staffing, materials, and scheduling, and the section on evaluation presents a sample library skills quiz, a year-end student assessment form, and teacher, teacher/librarian, and parent evaluation forms. Suggestions for parents are provided in the appendix, and 34 end notes are attached. (MM)

AN: EJ362213
AU: Scholl,-Kathleen
TI: A Strategy for Helping Reluctant Readers Discover the Helpful Librarian.
PY: 1987
JN: Reading-Teacher; v41 n3 p324-27 Dec 1987
AV: UMI
DE: Elementary-Education; Libraries-; Play-; Reading-Aloud-to-Others; Reading-Attitudes; Reading-Difficulties; Student-Attitudes; Tutors-
DE: *Childrens-Games; *Librarians-; *Reading-Games
AB: Suggests that using the game of finding answers to mystery clues can encourage children, particularly reluctant readers, to use the library. (JC)

AN: EJ342835
TI: Sharing Skills: Focus on Atlases.
PY: 1986
JN: School-Library-Media-Activities-Monthly; v2 n10 p41,51 Jun 1986
DE: Elementary-Education; Map-Skills; Media-Specialists; School-Libraries; Secondary-Education
DE: *Atlases-; *Geography-; *Learning-Activities; *Learning-Resources-Centers; *Library-Instruction; *Maps-
AB: Suggests skills students should develop for working with atlases and specific activities for teaching them. A list of books, films, filmstrips, and cassettes for teaching about atlases is provided, as well as a list of atlases for student use. (EM)

AN: EJ342829
TI: Sharing Skills: Focus on Encyclopedias.
PY: 1986
JN: School-Library-Media-Activities-Monthly; v2 n8 p34-35,50 Apr 1986
DE: Elementary-Education; Learning-Resources-Centers; Media-Specialists; School-Libraries
DE: *Encyclopedias-; *Learning-Activities; *Library-Instruction
AB: Describes seven activities for use in the classroom or school library media center to teach encyclopedia skills. (EM)

AN: EJ327192
AU: Sidorsky,-Phyllis
TI: This Way to the Axolotls: A Visit with Alan Heath in London.
PY: 1985
JN: Childhood-Education; v62 n1 p30-31 Sep-Oct 1985
AV: UMI
DE: Librarians-; Pretend-Play; Science-Activities; Story-Telling; Toys-
DE: *Attitude-Change; *Childhood-Interests; *Children-; *Library-Materials; *Puppetry-; *Student-Interests
AB: Describes an innovative library which uses puppets, a pretend computer, stuffed animals, and science displays to appeal to children's interests and to create positive attitudes. (DST)

AN: ED277040
AU: Stevenson,-Jean
TI: Weaving Connections with Language Arts.
CS: North Dakota Univ., Grand Forks. Center for Teaching and

Learning.
PY: 1987
JN: Insights-into-Open-Education; v19 n5 Jan-Feb 1987
NT: 11 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Class-Activities; Elementary-Education; Instructional-Design; Librarians-; Reading-Instruction; United-States-History
DE: *Cognitive-Development; *Curriculum-Design; *Integrated-Activities; *Interdisciplinary-Approach; *Language-Arts; *Teaching-Methods
AB: By integrating the language arts across the curriculum, teachers and librarians can help students make connections between what they already know and new material. Teachers committed to this approach need to spend time planning, executing, and evaluating the process and to bring the following essential components to the classroom: (1) love and respect for children, (2) love of both adult and children's books, (3) willingness to share reading with children and to listen to their comments, (4) imagination and curiosity, and (5) time and flexibility. Students can benefit from class projects assisted by a librarian. By reviewing such sources as "Children's Catalog" and "The Horn Book," the librarian can assemble a selection of books from various genres addressing different aspects of the subject being studied. The class should be consulted for ideas. Biographical information on the authors can be provided. Weekly vocabulary lists can be developed from the readings and teachers and students can keep logs to record comments about the learning experience. (The appended bibliography is based on the example of a class project in American history, and contains notations indicating reading and interest level, and whether the book is fiction, nonfiction, legend or folktale, poetry, adventure, humor, or fantasy.) (JD)

AN: ED277389
TI: The Key to Literacy: Unlocking Library Doors. A Look at Libraries in New York City Public Elementary Schools.
CS: Citizens' Committee for Children of New York, N.Y.; Women's City Club of New York, Inc., NY.
PY: 1985
NT: 13 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Community-Services; Elementary-Education; Financial-Support; Librarians-; Library-Services; Literacy-; Public-Libraries; School-Funds; State-Aid; State-School-District-Relationship
DE: *Elementary-Schools; *Financial-Needs; *Library-Materials; *Personnel-Needs; *Public-Schools; *School-Libraries
AB: To determine the conditions of elementary school libraries in New York City public schools, elementary schools in eight districts were investigated, including schools with no functioning libraries, and visits were made to local branch

public libraries and other programs that provide alternative or supplementary library services. In addition, interviews were conducted with library and education administrators. The study revealed that New York City elementary school libraries are in dire need of improvement, with lack of adequate personnel being the most serious problem. The following four specific recommendations are offered as a result of the study: (1) every elementary public school in New York City must have a functioning library as an integral part of the school program; (2) the State Regents must mandate that qualified teachers be placed in every elementary school library; (3) the Board of Education must request funds from the city to be allocated to the districts for library personnel; and (4) funds for library materials must be specifically designated in the state and city budgets and allocated to the public schools on a continuing basis. Listings of the members of the Citizens' Committee for Children of New York, Inc., the Women's City Club of New York, Inc., and the members of the joint study committee are included. (KM)

AN: ED269028
TI: Today's Libraries. A Resource Guide for Teachers.
CS: Ventura County Superintendent of Schools, Calif.
PY: [1984]
AV: IDEA Factory, Building 174, 275 Pleasant Valley Road, Camarillo,
CA 93010 ($1.50).
NT: 45 p.; Developed by staff from the Thousand Oaks Library, Ventura County Library Services Agency, and the Ventura County Superintendent of Schools, Curriculum Department.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Education; Guidelines-; Instructional-Materials; Library-Cooperation
DE: *Library-Instruction; *Library-Materials; *Library-Skills; *Public-Libraries; *School-Libraries
AB: This resource guide was developed to provide teachers with ready-to-use activity sheets and suggested discussion topics to teach basic skills students need to use both school and public libraries effectively. Several assumptions were made in developing the guide: students can read at their grade level (although most materials are easily adapted); students know the parts of a book; all materials are housed in the library according to a logical system; and students understand an author's inverted name. Based on these assumptions, the guide includes a variety of teaching aides to help with instruction on how to use a card catalog, microfilm catalog, and computer online catalog. Students receive decoding tips for information found on various types of entries and gain a basic understanding of library terminology. The materials are classified by grade levels, 2-3, 4-6, 6-8, followed by two separate glossaries of vocabulary appropriate for the various levels. A list of

suggested independent activities which can be adapted to any grade level is included. A bibliography of recommended supplementary sources concludes the document. (THC)

AN: EJ365062
AU: Van-Vliet,-Lucille
TI: Focus on Encyclopedias.
PY: 1988
JN: School-Library-Media-Activities-Monthly; v4 n6 p32-35 Feb 1988
DE: Intermediate-Grades
DE: *Educational-Games; *Encyclopedias-; *Learning-Activities; *Library-Skills
AB: Describes a class activity designed to teach students in grades five and six the importance of using an encyclopedia index. (MES)

AN: EJ341610
AU: Vandergrift,-Kay-E.; Hannigan,-Jane-Anne
TI: Elementary School Library Media Centers as Essential Components in the Schooling Process.
PY: 1986
JN: School-Library-Media-Quarterly; v14 n4 p171-73 Sum 1986
AV: UMI
DE: Elementary-Education; Enrichment-Activities; Information-Seeking; Library-Research; Library-Skills; Lifelong-Learning; Position-Papers; Reading-Programs; School-Libraries
DE: *Elementary-Schools; *Learning-Resources-Centers; *Library-Role; *Library-Services; *Media-Specialists; *Program-Effectiveness
AB: Presents the position of the American Association of School Librarians on the essential contribution of school library media programs to elementary education. Twelve principles that codify the role of school library media centers are given and 35 research studies supporting them are listed. (EM)

AN: EJ377807
AU: Voran,-Judy; And-Others
TI: Using Science Topics and Concepts to Teach Library Media Skills.
PY: 1988
JN: School-Library-Media-Quarterly; v16 n3 p182-86 Spr 1988
AV: UMI
DE: Elementary-Education; Learning-Activities; Lesson-Plans

DE: *Elementary-School-Science; *Library-Instruction; *Library-Skills
AB: Describes purpose, materials, and approach for several science-related lessons designed to teach library media skills to elementary school children: (1) Nonfiction Versus Fiction; (2) Desk Dictionaries and Specialized Dictionaries; (3) The Library as a Communication Storehouse; (4) Conducting a Survey; (5) Interpreting Graphs; and (6) Plastics, Plastics, Everywhere. (2 references) (MES)

AN: EJ325581
AU: Walisser,-Sharon
TI: Developing a School-Based Research Strategy, K-7.
PY: 1985
JN: Emergency-Librarian; v13 n1 p19-26 Sep-Oct 1985
DE: Curriculum-Development; Elementary-Education; Instructional-Design; Learning-Resources-Centers; Library-Services
DE: *Elementary-School-Curriculum; *Library-Instruction; *Library-Skills; *Research-Skills; *School-Libraries
AB: Suggested strategy for teaching library research skills to K-7 students involves three developmental stages and nine sequential steps: identification of topic, webbing, selection of suitable materials, selection of needed information, recording sources of information, notetaking, outlining, preparation for presentation, presentation. Sample strategies, process writing, outlining, and a glossary are included. (EJS)

GETTING COPIES OF THE ITEMS DESCRIBED IN THE ERIC DATABASE:

The items described in the ERIC database have either an "ED" or an "EJ" number in the first field. **About 98% of the ED items can be found in the ERIC Microfiche Collection.** The ERIC Document Reproduction Service (EDRS) in Alexandria, Virginia can produce either microfiche or paper copies of these documents for you. Check the accompanying list of **ERIC Price Codes** for their current prices.

Alternatively, you may prefer to consult the ERIC Microfiche Collection yourself before choosing documents to copy. Over 600 libraries in the United States subscribe to this collection. To find out which libraries near you have it, you are welcome to call the ERIC Clearinghouse on Reading and Communication Skills at (812) 855-5847. Most such libraries have equipment on site for inexpensive production of paper copies from the fiche.

For those few ED-numbered items not found in the Microfiche Collection, check the availability (AV) field of the citation to get information about the author, publisher, or other distributor.

Items with an EJ number in the first field of the citation are journal articles. Due to copyright restrictions, ERIC cannot provide copies of these articles. Most large college or university libraries subscribe to the journals in which these articles were published, and the general public can read or copy the articles from their collections. Should you want copies of articles which appeared in journals not owned by your nearest university library, arrangements usually can be made via interlibrary loan; there frequently is a nominal charge for this, which is set by the lending library. If you are a faculty member, staff member, or student at the university, just ask at your library's reference desk.

For all other categories of users, most universities cannot provide interlibrary services. However, public libraries---which are there to serve all area residents---typically are hooked into statewide lending networks designed to ensure that all state residents have access to materials of interest. Ask your local public librarian about interlibrary loan policies, charges, etc.

There are also two professional reprint services which have obtained permission from some journals to sell article copies. These are University Microfilms International (Article Clearinghouse, 300 North Zeeb Road, Ann Arbor, Michigan 48106---(800) 732-0616), and the Institute for Scientific Information (Original Article Tear Sheet Service, 3501 Market Street, Philadelphia, Pennsylvania 19104---(800) 523-1850). At the time of this publication, UMI charged $10.75 per article regardless of length, and ISI charged $9.50 for the first ten pages, plus $2.00 for each additional ten pages or fraction thereof. However, please check with them for current prices before ordering.

ERIC Price Codes

PAPER COPY /HARD COPY

PRICE CODE	PAGINATION	PRICE
PC 01	1- 25	$ 2.03
PC 02	26- 50	4.06
PC 03	51- 75	6.09
PC 04	76- 100	8.12
PC 05	101- 125	10.15
PC 06	126- 150	12.18
PC 07	151- 175	14.21
PC 08	176- 200	16.24
PC 09	201- 225	18.27
PC 10	226- 250	20.30
PC 11	251- 275	22.33
PC 12	276- 300	24.36
PC 13	301- 325	26.39
PC 14	326- 350	28.42
PC 15	351- 375	30.45
PC 16	376- 400	32.48
PC 17	401- 425	34.51
PC 18	426- 450	36.54
PC 19	451- 475	38.57
PC 20	476- 500	40.60
PC 21	501- 525	42.63
PC 22	526- 550	44.66
PC 23	551- 575	46.69
PC 24	576- 600	48.72
PC 25	601- 625	50.75
PC 26	626- 650	52.78
PC 27	651- 675	54.81
PC 28	676- 700	56.84
PC 29	701- 725	58.87
PC 30	726- 750	60.90
PC 31	751- 775	62.93
PC 32	776- 800	64.96
PC 33	801- 825	66.99
PC 34	826- 850	69.02
PC 35	851- 875	71.05
PC 36	876- 900	73.08
PC 37	901- 925	75.11
PC 38	926- 950	77.14
PC 39	951- 975	79.17
PC 40	976-1,000	81.20

ADD 2.03 FOR EACH ADDITIONAL 25 PAGES,
OR FRACTION THEREOF

MICROFICHE

PRICE CODE	PAGINATION	NO. OF FICHE	PRICE
MF 01	1- 480	1-5	$ .86
MF 02	481- 576	6	1.03
MF 03	577- 672	7	1.20
MF 04	673- 768	8	1.37
MF 05	769- 864	9	1.54
MF 06	865- 960	10	1.71
MF 07	961-1,056	11	1.88
MF 08	1,057-1,152	12	2.05
MF 09	1,153-1,248	13	2.22
MF 10	1,249-1,344	14	2.39
MF 11	1,345-1,440	15	2.56
MF 12	1,441-1,536	16	2.73
MF 13	1,537-1,632	17	2.90
MF 14	1,633-1,728	18	3.07
MF 15	1,729-1,824	19	3.24

ADD $0.17 FOR EACH ADDITIONAL MICROFICHE
(1-96 PAGES)

HOW TO ORDER ERIC DOCUMENTS

EDRS **ERIC**® **DOCUMENT REPRODUCTION SERVICE**
7420 FULLERTON ROAD, SUITE 110
SPRINGFIELD, VA 22153-2852
OPERATED BY
CINCINNATI BELL INFORMATION SYSTEMS (CBIS) FEDERAL
800-443-3742 703-440-1400

IMPORTANT INSTRUCTIONS TO COMPLETE THIS ORDER FORM

- Order by 6 digit ED number
- Enter unit price
- Specify either Microfiche (MF) or Paper Copy (PC)
- Include shipping charges

ED NUMBER	NO. OF PAGES	NO. OF COPIES MF	NO. OF COPIES PC	UNIT PRICE	TOTAL UNIT COST
TOTAL NO. OF PAGES				SUBTOTAL	
UNIT PRICE SCHEDULE				RESIDENTS OF VA, MD AND DC - ADD APPLICABLE SALES TAX	
				SHIPPING CHARGES	
				TOTAL COST	

MICROFICHE (MF)			PAPER COPY (PC)		
NUMBER FICHE EACH ED #	PRICE CODE	Price	NUMBER PAGES EACH ED #	PRICE CODE	Price
1 to 5 (up to 480 pages)	MF01	$1.15	1 to 25	PC01	$3.12
Each additional microfiche (additional 96 pages)		$ .25	Each additional 25 pages		$3.12

CHARTS FOR DETERMINING SHIPPING CHARGES

U.S. POSTAL SERVICE		1st CLASS POSTAGE FOR			MICROFICHE ONLY	
1-7 Microfiche ONLY $0.29	8-19 Microfiche ONLY $0.52	20-30 Microfiche ONLY $0.75	31-42 Microfiche ONLY $0.98	43-54 Microfiche ONLY $1.21	55-67 Microfiche ONLY $1.44	68-80 Microfiche ONLY $1.67

UNITED PARCEL SERVICE CHARGES FOR CONTINENTAL U.S. SHIPMENTS ONLY*
*UPS will not deliver to a P.O. Box Number. A Street Address must be provided.

1 lb. 81-160 MF or 1-75 PC PAGES Not to Exceed $2.79	2 lbs. 161-330 MF or 76-150 PC PAGES Not to Exceed $3.30	3 lbs. 331-500 MF or 151-225 PC PAGES Not to Exceed $3.74	4 lbs. 501-670 MF or 226-300 PC PAGES Not to Exceed $4.09	5 lbs. 671-840 MF or 301-375 PC PAGES Not to Exceed $4.31	6 lbs. 841-1010 MF or 376-450 PC PAGES Not to Exceed $4.53	7 lbs. 1011-1180 MF or 451-525 PC PAGES Not to Exceed $4.77	8 to 10 lbs. 1181-1690 MF 526-750 PC PAGES Not to Exceed $5.17-$5.94

NOTE–Orders for 81 or more microfiche and all orders for paper copies (PC) will be shipped via United Parcel Service unless otherwise instructed.

SEE REVERSE FOR EXPEDITED DOCUMENT DELIVERY SERVICE

PAYMENTS: You may pay by

1. Enclosing CHECK or MONEY ORDER with your order. Foreign customer checks must be drawn on a U.S. bank.
2. Charge to a MasterCard or VISA account. Enter account number, card expiration date and signature. (EDRS also accepts telephone orders when charged to a MasterCard or VISA account.)
3. PURCHASE ORDERS: U.S. customers may enclose an authorized original purchase order. No purchase orders are accepted from foreign customers.
4. Charge to a DEPOSIT ACCOUNT. Enter deposit account number and sign order form.

PLEASE INDICATE METHOD OF PAYMENT AND ENTER REQUIRED INFORMATION.

VISA
WE HONOR BOTH
MasterCard

☐ Check or Money Order ☐ Purchase Order (ATTACH ORIGINAL PURCHASE ORDER)
☐ MasterCard ☐ VISA
Account Number _____ Expiration Date _____
Signature _____
☐ Deposit Account Number _____
Signature _____

ENTER "SHIP TO" ADDRESS _____

CALL TOLL FREE 1-800-443-ERIC (3742) 24 HOURS A DAY - 7 DAYS A WEEK
ALLOW 5 WORKING DAYS FOR EDRS TO PROCESS AND SHIP YOUR ORDER

EXPEDITED DOCUMENT DELIVERY

Expedited delivery of ERIC documents is available.

- Call in your order 24 hours a day toll free 1-800-443-ERIC (3742).
- Fax your order 24 hours a day 703-440-1408.

Your order will be shipped to you, by the method you select, on the fifth (5th) working day after receipt.

To insure expedited receipt, request shipment by either:

- USPS Express Mail
- Federal Express
- UPS Next Day Air
- FAX transmission of your document

Shipping and FAX transmission charges will be added to the cost of the document(s) by EDRS.

These requesting and delivery methods are in addition to the 3-day delivery services available in response to orders received through the use of on-line data base services.

STANDING ORDERS SUBSCRIPTION ACCOUNTS

Subscription orders for documents in the monthly issue of **Resources in Education (RIE)** are available on microfiche from EDRS. The microfiche are furnished on a diazo film base and without envelopes at $0.111 per microfiche. If you prefer a silver halide film base, the cost is $0.225 per microfiche and each microfiche is inserted into a protective envelope. SHIPPING CHARGES ARE EXTRA. A Standing Order Account may be opened by depositing $1,500.00 or submitting an executed purchase order. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

BACK COLLECTIONS

Back collections of documents in all issues of **Resources in Education (RIE)** since 1966 are available on microfiche at a unit price of $0.131 per microfiche. The collections from 1966 through 1985 are furnished on a vesicular film base and without envelopes. Since 1986, collections are furnished on a diazo film base without envelopes. SHIPPING CHARGES ARE EXTRA. For pricing information, write or call toll free 1-800-443-ERIC (3742).

GENERAL INFORMATION

1. PRICE LIST
The prices set forth herein may be changed without notice; however, any price change is subject to the approval of the Contracting Officer/USED/Office of Educational Research and Improvement/Contracts and Grants Management Division.

2. PAYMENT
The prices set forth herein do not include any sales, use, excise, or similar taxes that may apply to the sale of microfiche or paper copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CBIS Federal.

3. REPRODUCTION
Express permission to reproduce a copyrighted document provided hereunder must be obtained from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES
CBIS Federal shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay (a) is due to events beyond the control of CBIS Federal including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortages, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performances of subcontractors beyond CBIS Federal's control and without negligence on the part of CBIS Federal; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY
CBIS Federal's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CBIS Federal be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY
CBIS FEDERAL MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY
CBIS Federal will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CBIS Federal. Best available copy will be supplied.

8. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CBIS Federal.

9. DEFAULT AND WAIVER

a. If customer fails with respect to this or any other agreement with CBIS Federal to pay any invoice when due or to accept any shipment as ordered, CBIS Federal may, without prejudice to other remedies, defer any further shipments until the default is corrected, or may cancel the order.

b. No course of conduct nor any delay of CBIS Federal in exercising any right hereunder shall waive any rights of CBIS Federal or modify this Agreement.

10. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any questions concerning its validity, construction, or performance shall be governed by the laws of the State of Virginia.

11. DEPOSIT ACCOUNTS
Customers who have a continuing need for ERIC documents may open a Deposit Account by depositing a minimum of $300.00. Once a Deposit Account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. PAPER COPY (PC)
A paper copy (PC) is a xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

13. FOREIGN POSTAGE
Postage for all countries other than the United States is based on the International Postage Rates in effect at the time the order is shipped. To determine postage, allow 160 microfiche or 75 (PC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

BEST COPY AVAILABLE